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Revamping the tutorial

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Revamping The Law Tutorial

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The lecture/tutorial format is the dominant structure through which law is taught in Australia. This article examines the learning environment of the law tutorial, and suggests approaches aimed at maximising the learning experience for students, on the basis of students' learning preferences. The discussion utilises Golay's learning pattern assessment in developing an understanding of the different learning styles of students. Based on this analysis, activities are advanced which advocate and implement joint tutor-student responsibility for learning within tutorials. It is argued that students will learn more effectively, and expand their learning experiences when involved directly in the structure, format and content of the tutorial itself.

Introduction

> "Right at the beginning of any course there should be painted a vivid picture of the benefits that can be expected from mastering the subject, and at every step there should be some appeal to curiosity or to interest which will make that step worthwhile."[1]

With 'quality teaching' becoming the catch cry of the decade, the process of "rethinking the teaching of law"[2] has been apparent in law schools throughout Australia. Although there have been significant innovations in undergraduate teaching methods, it is not uncommon still to find the traditional teaching division of lectures and tutorials as the dominant structure for the teaching of law. This dichotomy in itself warrants neither condemnation nor jubilation. The issue is really whether quality teaching — student-centred and effective in terms of learning outcomes — is occurring. In this paper it will be argued

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1 Sawyer, W, *Mathematician's Delight*, Penguin, Hammondsworth, 1943, p 9.

2 Johnstone, R, "Rethinking the Teaching of Law" (1992) 3 *Legal Education Review* 17.

that quality teaching can thrive within the traditional framework of tutorials and lectures. Criticism of the lecture/tutorial format should not be solely directed at the format but rather at the complacency that this familiar formula has bred amongst many teachers of law who feel secure and confident with their 'teaching' precedent.[3]

It is part of the ethical and professional responsibility of legal academics to scrutinise teaching, to regularly reassess the learning needs of students and to re-appraise teaching direction, aims and strategies. Teachers need to consciously evaluate what they do and why they do it in light of current educational research and theory. Failure to do so puts the quality of law teaching in jeopardy and means that a highly effective teaching forum, the tutorial, may be unwittingly devalued.

This paper will discuss both why and how tutorials can be improved. First, the traditional style of the law tutorial is outlined, followed by a discussion of student learning perspectives based on the literature. The bulk of this paper addresses on both a theoretical and practical level, how initiatives undertaken at the University of Queensland in the subject 'Introduction to Law' have been developed to achieve the goal of meeting student needs in terms of quality learning outcomes.

The current situation

Traditionally, the tutorial has operated in the shadow of the lecture. The perceived importance of the lecture as a mass transmitter of information to students, has required the latter to have at its helm the most knowledgeable and most experienced legal academics, while junior staff are assigned as tutors. This has not been all bad for the tutorial. Due to the highly motivated and enthusiastic nature of many new junior staff, tutorial delivery benefits from a positive, energetic and well-prepared approach. Generally speaking, however, as new tutors inherit the tutorial program from their more experienced predecessors, tutorials have tended to retain a didactic format with similar content year after year. In some cases,

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[3] Prosser, M, "Less Lecturing More Learning" (1989) 14 *Studies in Higher Education* 189; Gibbs, G, "Twenty Terrible Reasons for Lecturing", in *Standing Conference on Educational Development, Occasional Paper No. 8*, Birmingham, 1982.

critical evaluation and review of tutorial problems and topics has been a recurring process with alternatives being considered and rejected as less effective. In many cases, however, the repeated tutorial format is a consequence of habit rather than critical selection. To allow tutorials to function just as 'mini-lectures' or as 'exam-trainers' is undervaluing their potential as a way to maximise student learning. For example, Frazer suggests[4] tutorials can be used as a source of good notes and to fill in the missing gaps in lecture material.

Webb states that, "students collectively spend 70 to 80 per cent of the tutorial passively listening."[5] He comments that from a student's perspective there appears to be very little difference between what it expected in tutorials as opposed to lectures. This is no surprise when one considers that law teachers are not required to have any teaching qualifications. Accordingly, developments in educational theory have until recently been ignored in law schools throughout Australia. Law teachers have generally tended to approach teaching in the same way that they were taught — "an approach going back to the days when practitioners delivered lectures about legal rules...and when legal pluralism was not embraced."[6]

However, as Ramsden states, "'teaching' means more than instructing and performing."[7] Students need the opportunity to be able to connect with the subject matter in order to make meaning out of what they are learning.

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4 Frazer, S, *How to Study Law*, The Law Book Company, Sydney, 1993, p 55.

5 Webb, G, "The Tutorial Method, Learning Strategies and Student Participation in Tutorials: Some Problems and Suggested Solutions" (1983) 20 Programmed Learning and Educational Technology 118.

6 Johnstone, already cited n 2, p 20. For a discussion on the history of legal education, see Le Brun, M, and Johnstone, R, *The Quiet Revolution*, The Law Book Company Ltd, Sydney, 1994.

7 Ramsden, P, " Improving the Quality of Higher Education: Lessons from Research on Student Learning and Educational Research" (1995) 6 *Legal Education Review* 4.

Getting it right from the start: theoretical perspectives

The quantitative research of Taylor[8] has confirmed what teachers of first year students may have intuitively realised. For many students the period of settling into law studies can be difficult, giving rise to "disinterest and a disengagement from the learning environment" — in other words, alienation.[9] Despite the prior academic success students have attained in order to gain entry to law school, some students question their own ability and aptitude for law. Others simply have difficulty adjusting to university life. "They may fear failure, feel alone and isolated."[10] The tutorial can play a role in combating alienation because it has the potential to facilitate interaction and co-operative learning, both of which may help to reduce anxiety and isolation. Furthermore, the tutorial has scope to offer support and to provide a network of contacts, both social and academic. For students the first year is "crucial psychologically".[11] The first few weeks of a student's experiences in tertiary studies can be critical to their success in the remainder of their course.[12] Small group teaching is therefore recommended.[13]

Taylor's research also revealed that first year students are "keener", "more motivated" and "less cynical".[14] They are "less likely to adopt achieving study approaches"[15] than their counterparts in later years. Tutors of first year students therefore need to nurture these attributes by stimulating their interest and motivation so that they approach later years with a positive mind set. "Having a good first impression can have a positive impact on the

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8 See Taylor, L, "Factors that Influence First Year Law Students", in *Proceedings of the Pacific Rim First Year Experience Conference*, 1995.

9 Id, p 22.

10 MacFarlane, P, and Joughin, G, "An Integrated Approach to Teaching and Learning" (1994) 5 (2) *Legal Education Review* 156.

11 Carrington, P, and Conley, J, "The Alienation of Law Students" (1977) 75 *Michigan Law Review* 899.

12 Ramsden, P, *Learning to Teach in Higher Education*, Routledge, London, 1992, p 126.

13 Carrington and Conley, already cited n 11, p 1040; Taylor, already cited n 8, p 22.

14 Taylor, already cited n 8, p 18.

15 Biggs, J, *Teaching for Learning*, Australian Council for Education Research, Hawthorne, 1991, p 19.

students' perception of the role of teaching in their learning."[16]

A qualitative study of student perceptions of teaching methods by Black [17] found that 94 per cent of students interviewed favoured a variety of teaching methods and strategies to be used within the same subject, even when this involved employment of a method not personally preferred by them. The advantages of variety fell into three categories:

1. Makes the subject more interesting/ variety is the spice of life/ alleviates the weekly grind.
2. Enables the selection of the best method to teach/learn a particular subject area.
3. Different methods are required as students each learn differently/it is fairer to more students.

Even students who strongly favoured a particular method, because of its effectiveness for them personally, were concerned that if their preferred method was utilised exclusively, its appeal could be lessened by becoming routine and predictable. The small percentage of students who opted for consistency of one method rather than variety insisted on the consistency of their preferred method.

It is not surprising that students respond positively to variation in teaching strategies. If students have a steady diet of didactic lectures which are supplemented by tutorials that function as a variant thereof, the predicability and repetition of such a process saps enthusiasm and reduces motivation for active learning.

Meeting student needs in the tutorial

Tutors might appear justified in implementing a range of strategies and methods into the tutorial program on the basis that students perceive variety as improving their motivation and their learning. The structuring of tutorials should not, however, be a process of random selection governed by variety for variety's sake alone. Rather, it should be guided by a knowledge of students' learning

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16 Taylor, already cited n 8, p 21.

17 See Black, A, "An Analysis of First Year Student Perceptions of Four Teaching Methods", *unpublished manuscript*, 1995.

styles. Ramsden reminds tertiary teachers that whilst good teaching never allows a particular method to dominate, a series of different styles alone, is insufficient to facilitate good learning.[18]

Given the findings in the literature on the ramifications that the first year experience can have for law students, introductory tutorials are a priority in terms of change and improvement to better meeting student needs overall. If tutorials can get it right from the start then student learning can be maximised throughout the entire law program. At the University of Queensland, in the subject 'Introduction to Law', the process of rethinking and liberating the tutorial on the basis of learning style theory has commenced.

Students have different learning styles

In addressing the question, how to increase student motivation and maximise student learning in 'Introduction to Law', the first issue considered was learning styles. An understanding of how students prefer to learn underlies any attempt to maximise learning and revise teaching strategies. Learning style questionnaires conceptualise student learning preferences in various ways. In this article one particular model, Golay's Learning Pattern Inventory (LPI), is presented as a legitimate and useful description of learning patterns. Before administering a learning style questionnaire, however, teachers are encouraged to view several learning style inventories first and select one which is appropriate for their particular objectives.[19]

Golay's learning pattern assessment distinguishes four learning styles

Golay's Learning Pattern Assessment describes four learning styles based on two dimensions. These two dimensions are:

1. whether students are reality based (actual) or theory inspired (conceptual), and

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[18] Ramsden, already cited n 12, p 151.

[19] Other learning style questionnaires include: Kolb, D, *Learning Style Inventory: Self Scoring Test and Interpretation Booklet*, McBer and Company, Boston, 1976; Butler, K, *Learning and Teaching Style in Theory and Practice*, Hawker Brownlow Education, Australia, 1984 (This latter reference is to a text which includes a number of questionnaires).

2. whether students are task oriented (routine/specific) or people oriented (spontaneous/global).

Golay's model is based on Keirseian temperament theory which allows it to be applied to issues beyond that of learning styles. Temperament theory can be applied to communication skills, dispute management strategies, client interviewing and advocacy training. Accordingly, Golay's LPI was selected with a view to utilising it further in skills training within the law school.

Golay's four learning styles are now briefly described.

The actual-spontaneous learner (ASL): 'learn by doing'

The ASL type prefers to learn by experience. 'Show me once, let me try it, make my mistakes and then I will understand.' ASLs are strong kinaesthetic (experiencing) learners. However, learning primarily through their auditory senses (listening) is difficult for this group. Consequently, if they are just talked to, it will go in one ear and out the other. In a tutorial, the interest of ASLs must be stimulated. They must understand the real life/ practical benefits of why they are doing a task and these benefits must be meaningful to them. When they are not challenged, ASLs become restless and easily bored. They do not like being given detailed information, reading tasks or theoretical written assignments to complete. As their attention span is short, presentations to this group should also be kept short. The lecture method is therefore of little benefit for this type of learner. They do not seek intellectual ideals. Rather, their focus is on direct and immediate relevance. ASLs are often the 'clowns' of the tutorial group as they seek attention and entertainment. In general, they live for the moment and do not like to plan or organise too much as this constrains them. Spontaneous and adventurous, ASLs enjoy the freedom and dynamics of responding to the moment.

Suggestions for most effective teaching style to this group: Role plays, instructional games, videoed skills performances, competitions (interviewing, mooting, arbitration), hands on practical experience such as advocacy subjects, work experience, discussion with report back procedure, short presentations with visual aids. These suggested teaching strategies cater for the ASL's desire to perform and to gain real experience, and takes into account their short attention span.

The actual-routine learner (ARL): 'learn by drill'

ARLs respond well to lectures, demonstrations, drills, routine and a high level of structure in the classroom and the content of the lesson. Accordingly, they prefer set goals and guidelines and are generally most interested in the practical aspects of the material they are learning. Unlike ASLs, ARLs have an eye for finer points and appreciate detailed handouts. Comprehensive notes of the teaching session are important to ARLs. This type of student is well prepared and does not readily adapt to sudden change of agenda. As they prefer set routine, familiar patterns and practised methods, ARLs are usually not comfortable with spontaneity and creativity. For this reason they usually do not enjoy role playing or unstructured discussions. They are keen to please the tutor and demonstrate responsibility. Therefore, for example, work will be completed and handed in on time. ARLs are generally more than happy to assist the tutor with extra practical tasks such as rearranging furniture and distributing or collecting papers. Theoretical principles are not seen as particularly valuable by ARLs. For example, a strict legal positivist approach to criminal law is much preferred over the comparatively nebulous nature of criminology or jurisprudential theory.

Suggestions for most effective teaching style to this group: Highly structured lecture format, set readings to complement lecture, workbook exercises to complete for tutorials, Socratic method to aid in consolidating the learning of material.

The conceptual-specific learner (CSL): 'learn by exploration'

CSLs respond well to theories and principles and enjoy piecing them together for application to actualities. They can concentrate well and generally have a high level of critical and analytical skills. Oriented toward future possibilities to apply their depth of knowledge, CSLs dislike a pure information transfer approach, routine and drills. Golay refers to these types as "little scientist[s]"[20] because of their focus on research and exploration and their preference for learner autonomy. They apply this approach to their lives and therefore come across as serious people. They are, however, content within this serious framework for it is how they

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[20] Golay, K, *Learning Patterns and Temperament Styles*, Manas-Systems, Fullerton, CA, 1982, p 35.

enjoy living and making sense of the world around them. CSLs appear as inquisitive students, asking questions to learn more and improve their knowledge. Usually they are able to describe complex concepts and ideas very clearly. Although they tend to achieve well academically, being a CSL does not necessarily equate to intelligence. This is one reason why CSLs are frustrated when they do not understand something or do not perform well. They are often particularly critical of their own performance. As communicators, CSLs may appear impersonal, arrogant and task focused. They do not seek out relationships with others and do not enjoy student-directed classroom discussions as they prefer to direct their discussions and inquiries to the tutor.

Suggestions: Lecture format, demonstration or explanation without repetition, question and answer sessions, independent research assignments (preferably problem-based), formal debates, problem-solving exercises.

The conceptual-global learner (CGL): 'learn by interaction'

CGLs are future oriented, big picture learners who are comfortable relying on their intuition. An oversupply of details will result in their eyes glazing over and their brains switching off. CGLs relate all learning to their personal situation and draw out the relevance for themselves. Accordingly, they approach learning from a subjective perspective. Impersonal and objective information transfer is not their idea of learning. They find it difficult to concentrate in a lecture unless they are motivated by the speaker and the subject matter captures their imagination. As they are people oriented, CGLs prefer participating in the learning process and enjoy working together with others and developing relationships. Good communicators and high achievers, they also desire recognition and autonomy to allow them space to demonstrate their individuality. They run with their feelings about ideas, concepts, information. Further research confirming their 'gut feeling' is welcome but not necessary. An excellent judge of character, they treat situations and individuals uniquely. CGLs are often well-liked and considered to be empathetic listeners by their peers.

Suggestions: Motivated lecture style which makes personal contact with audience and includes question and answer time, collaborative projects which allow for creative input, independent assignments which allow pursuit of own

interests, role playing, small group discussions (which allow for personal interaction) and cooperative activities.

What percentage of students belong to each group?

While statistics are available on the percentage of high school students which fall into each style, the authors are unaware of any similar statistics relating to law students. Statistics relating to high school students in the United States indicate the following approximate percentages for each style.

1. ASL: 38 per cent
2. ARL: 38 per cent
3. CSL: 12 per cent
4. CGL: 12 per cent

It is suggested that the corresponding percentages for law students will vary considerably due to the fact that only a very small percentage of high school students enter university and that only a small percentage of those elect to study law. At the University of Queensland out of a total of 26, 407 students, 819 study law.[21] Surveys conducted in the United States on the behavioural styles of law students[22] indicate that the majority of law students possess temperament types which equate to the learning styles CSL and ARL.[23] An awareness of learning styles is the first step. Being able to apply this knowledge to improve tutorials is the next.

Tutors cannot cater to all styles all of the time

The description of Golay's four learning styles and the teaching suggestions which accompany each make it clear that tutors will not be able to please all students all of the time. How then, can a working knowledge of learning styles assist to maximise student learning in tutorials?

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21 Statistical Information Section, University of Queensland. Figures reflect 1996 enrolled numbers.

22 Briggs Myers, I, and Myers, P, *Gifts Differing*, CPP Books, California, 1990, p 49.

23 The Miller studies are based on the Myers Briggs Type Instrument, a behavioural style indicator.

One strategy is to teach to the specific learning styles within each tutorial group. Two requirements need to be fulfilled in order to implement this strategy:

1. knowledge of the types of learners in tutorials, and
2. creation of a teaching style portfolio to cater to the learning styles within tutorials.

This is a precarious strategy because, as Le Brun and Johnstone point out,[24] research on learning styles is still in its infancy. In particular, not much is known about how students' preferred learning styles may develop or change during tertiary study and therefore how particular teaching styles may affect this. The other primary objection to this strategy is based on the notion that students must learn to learn in a variety of ways. Trying to teach as often as possible in their preferred style will not develop their learning potential in other areas. An alternative strategy involves sharing responsibility for tutorials.

Responsibility for student learning lies jointly with tutor and student

Teaching is not a one way street. Students continually give tutors feedback through comments, tones of voice and body language. Tutors respond to this feedback, not only to avoid collision with students, but in an attempt to take them on board throughout the tutorial. Teaching and learning are flip sides of the same coin. Tutors learn from students each time they respond to feedback just as students learn skills, processes and knowledge from tutors and from each other. The roles of teacher and learner cannot be clearly demarcated. Accordingly, responsibility for student learning is, in theory at least, a joint enterprise.

Joint responsibility for learning contributes towards promoting professionalism and responsibility amongst graduates in order to prepare them for the 'real' world. Preparation for the 'real' world means learning how to learn for a lifetime. As Kolb states, "continuous lifelong learning requires learning how to learn and this involves appreciation of and competence in diverse approaches to creating, manipulating and communicating knowledge."[25]

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24 Le Brun and Johnstone, already cited n 6, p 81.
25 Kolb, already cited n 19, p 44.

Joint responsibility means that students develop awareness and tolerance of human differences in order to prepare them for the transition into professional life. They must be prepared to work together with people from different cultures and disciplines who possess different values, beliefs and behaviours if they are to succeed.

The assumption is commonly (and unconsciously) made that others like to be treated, and in this context, taught, in the same way as oneself. This assumption flies in the face of a true acknowledgment of human differences. Often the conflict that arises amongst professional colleagues can be traced back to basic differences — differences in the way people communicate and behave. Recognition of and the ability to respond to human differences is a fundamental tool for working in a multi-disciplinary environment and for successful classroom dynamics. The learning environment is the ideal place to prepare students for this. Mistakes can be made with less devastating consequences and students can be encouraged to reflect upon and learn from their experiences. Moreover, joint responsibility for learning involves a major student shift from a passive learning role, where dissatisfaction and poor performance are blamed on the tutor, to a proactive role, where students consciously contribute to the structure and content of their learning.

Joint responsibility can be implemented in a number of ways

Tutors are in the ideal position to encourage proactive and responsible learning in students. This can be done in a number of ways including:

1. tutor led explanation,
2. group discussion around how students prefer to learn,
3. a learning styles questionnaire based activity.

The final option, the learning styles activity, is a highly effective initial activity for implementing joint responsibility in learning. It takes one 50 minute tutorial to complete and for first year students is best done four weeks into semester. This gives first year students the opportunity to experience a number of tutorials in various subjects at tertiary level before thinking about their preferred learning style.

Administering the learning styles questionnaire activity

The activity is administered as follows:

1. Students are handed Golay's learning patterns inventory questionnaire to complete. The tutor also completes the questionnaire in order to share his/her preferred learning style with the group (10 minutes).
2. The tutor explains to students how to identify their preferred learning style from their responses. Students individually identify their preferred learning style (5 minutes).
3. Students are then divided into four groups according to their preferred learning style. As a group they are invited to answer the following questions within a 15 minute time frame:
   (a) What do you enjoy about being a (preferred learning style) learner?
   (b) What are some things that you don't like about being a (preferred learning style) learner?
   (c) In general terms, describe your group's ideal tutorial in this subject.
   (d) In general terms, describe a tutorial where your group would not be motivated to learn.
4. Each group then reports back on their responses to the four questions above. To highlight the differences in responses between groups, it is useful to invite responses from each group on question (a) and compare those in a discussion before dealing with questions (b), (c) and (d). In the discussion which follows, a picture of each of the 4 learning styles should emerge. As a facilitator, the tutor can supplement the discussion by references to the literature accompanying the survey (20 minutes).
5. If you wish to take this activity further in the next session, it may be possible to ask the tutorial group as a whole to brainstorm on how lessons could be structured for the maximum learning benefit of the group.

By using the medium of a facilitated discussion, students discover for themselves how different they all are. They will

be comforted to discover students with whom they can identify, who have very similar study habits and learning patterns. At the same time, many students will be surprised at how differently their colleagues respond to teaching styles.

When the tutor also completes the questionnaire and shares his/her findings with the tutorial group, two positive consequences follow. First, self-disclosure by the tutor generally leads to greater student empathy with the tutor, particularly from *Global Conceptual* learners who are motivated by the person behind the tutor and appreciate this form of self-disclosure.[26] Second, the tutor's preferred learning style is generally reflected in his/her teaching style. By sharing this with the students, the tutor presents him/herself as a real person — someone who also has personal preferences, who does not necessarily know everything and is fallible. This alters student perceptions of and therefore expectations of the tutor. It constitutes an important step in the development of joint learning responsibility.

This simple exercise effectively demonstrates learning differences between people. It also doubles as an excellent ice-breaking activity. From a student perspective, realising that student colleagues and the tutor may appreciate different teaching styles can be an unexpected revelation that may instil a greater realism into students' attitude towards teaching and learning.

When they are warm, don't let the temperature drop

Developing joint responsibility for learning is more than a one tutorial task. For example, addressing the issue of learning styles through the activity described above is a breakthrough step. When students become conscious of the process of learning and the factors that influence it, they are keen to see this knowledge in action. The momentum must be maintained. Just as the effect of a good ice breaker is lost when participants immediately return to a straight didactic method for the rest of the session, so too will the positive outcomes of learning styles awareness dwindle if this awareness is not applied throughout the semester. Upon this foundation of student awareness of learning styles it is

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[26] Golay, already cited n 20, p 39-42.

therefore imperative to build a teaching styles portfolio. One should vary approaches to teaching and where appropriate explain to students the reasons for adopting a particular style. This way students learn on two levels: a subject matter level and a learning process level. They learn to tolerate behavioural and learning differences within the tutorial and to broaden their learning ability.

Mapping tutorials provides a visual checklist for teaching styles

Suggesting to law tutors that they vary their teaching styles is easy advice to give. More challenging is the question of how to do this within one lesson. How can traditional styles be mixed with more experiential approaches?

Mapping is a technique used by various professionals in the planning stages of their work. Conflict mapping is used by negotiators and mediators to identify all the potential parties to a dispute, their concerns and interests, and then to generate potential options which may meet the concerns and interests of the various parties. Authors engage in mind mapping before structuring an article or a book. Mind mapping involves brainstorming and dumping ideas onto a big sheet of paper — starting from the centre and working out. In the same way, tutorial mapping is an effective planning tool for preparing law tutorials. Timpson's "tutorial map" [27] is an excellent tool to plan a lesson using various styles.

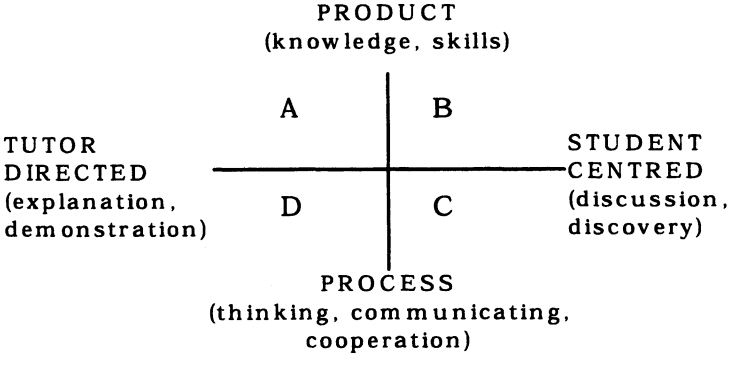

Figure 1: The tutorial map

[27] Timpson, W, and Bendel-Simso, P, (in press), *Concepts and Choices for Teaching*, Magna, Madison, WI, 1995, p 25.

The horizontal axis represents whether the mode of instruction is tutor-directed or student-centred. The vertical axis distinguishes between product and process in the mode of instruction. The completed diagram comprises four quadrants.

Quadrant A: Tutor-directed and product-focused

Modes of instruction which fall into this quadrant include tutor delivery of material by way of lecture or demonstration. The focus of activity in quadrant A is:

1. on the tutor rather than the student, hence tutor-directed, and
2. on the product, in terms of student acquisition of knowledge, hence product-focused.

Quadrant B: Student-centred and product-focused

Modes of instruction which fall into this category include student presentations and students completing questionnaires. The focus of activity in quadrant B is on:

1. the student rather than the tutor, hence student-centred, and
2. the product, in the sense that presentations are the culmination of processes such as research, co-operation and communication. Students present *what* they have discovered, rather than *how* they discovered it. Questionnaires also focus on outcomes (the responses) and not the process which led to those responses.

Quadrant C: Student-centred and process-focused

Modes of instruction in quadrant C frequently include warm up activities, role plays and other forms of experiential learning. The focus of activity in quadrant C is on:

1. the student, rather than the tutor, hence student-centred, and
2. the *how* rather than the *what*, hence process-focused.

Experiential learning means that students' learning is drawn from their experience. For example, students are

placed in a role play situation and are given time to experience a situation from the perspective of their role play character. The students are not set learning outcomes as part of this activity. They are placed in a situation without instruction as to the 'right' way to behave. Accordingly this activity is student-centred and process-focused. To complete the learning, however, the experience must be debriefed by an experienced facilitator (the tutor). The latter activity falls into quadrant D.

Quadrant D: Tutor-directed and process-focused

A popular form of this instructional mode is facilitated debriefing. The focus of activity in quadrant D is on:

1. the tutor who structures and leads the discussion, hence tutor-directed, and
2. the process in which the students engaged in a preceding activity, hence process-focused. Debriefing is vital to the learning process because students are given the opportunity to reflect on their experience under the direction of someone who can help them discover and crystallise their learning for application to new environments and experiences. The tutor will guide discussion on the process by prompting students with the following four questions: What happened? Why did it happen? What have you learnt from this activity? How can you apply what you have learnt to a new situation?

Preparing a map has several advantages

Maps provide a clear visual picture of the direction the lesson is to take. Such a picture is much easier to remember than a linear list of tasks and activities prepared by the tutor. The map offers a checklist of instructional modes. At a glance one is able see which instructional modes are being used in each tutorial and throughout the semester. If the aim is to vary one's style of teaching, then tutorial maps can be very revealing. For example, if most of the tutorial maps focus on quadrants C and D, then one may consider integrating a number of student centred activities into teaching sessions. On the other hand, if students spend the entire time engaging in warm up activities, role playing and preparing learning baskets, one should consider whether a greater extent of tutor direction is required. By mapping out a spectrum of activities for

tutorials, one can easily identify whether or not set objectives are being met.

Examples of tutorial maps for 'Introduction to Law'

The tutorial map which follows contains a sample instructional plan for an "Introduction to Law" tutorial. The authors suggest that law tutors who are beginning to experiment with different styles, prepare a map for each lesson. Every tutorial need not contain instructional modes representing all four quadrants. However, it is desirable that overall, a variety of instructional modes encompassing the four quadrants of the instructional map are employed throughout the semester.

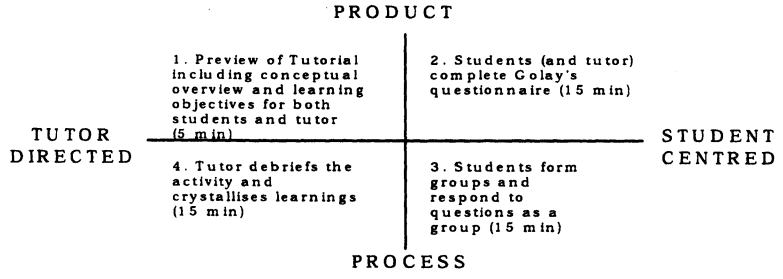

Figure 2: The learning styles tutorial map

This map refers to the learning styles activity described earlier. The tutorial starts with an explanation of the objectives of the tutorial and how the tutorial will be structured. This falls into quadrant A because it is tutor-focused and outcome-oriented, ie, learning objectives. Students are then distributed Golay's questionnaire which they are invited to complete. This is a student centred activity as they fill out the questionnaires; it is product oriented as it directs itself to student responses, not the process which led to those responses. When students are discussing the four questions in groups the processes of communication, cooperation and self revelation are highlighted, thereby moving into quadrant C. The focus remains on the processes but the tutorial is guided by the tutor as the student discussion is debriefed. This leads us to quadrant D.

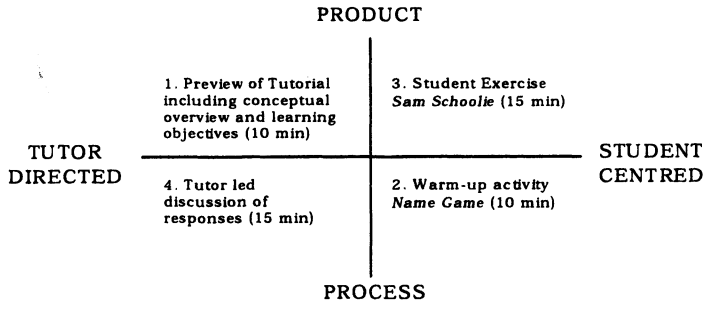

Figure 3: The 'Introduction To Law' tutorial 1 map

This map displays a suggested program for an introductory 'Introduction To Law' tutorial.

Again this tutorial begins in quadrant A with a brief but structured overview. As the majority of law students appear to be analytical and linear thinkers[28] a brief explanation of what lies ahead will be appreciated by most. Students then engage in a warm up activity such as 'Name Game' (see Appendix One) which clearly falls within quadrant C. After the warm up activity students are asked to complete an exercise on legal terms such as 'Sam Schoolie' in pairs. 'Sam Schoolie' is a short story about the legal events surrounding Sam's drink driving charge. Many Latin terms are used throughout the story but in the wrong places. Students must sort out the correct placing for all the Latin terms. These activities are student-centred and focus on specific answers to posed questions, hence they fall to quadrant B. Finally, the tutor discusses student responses, correcting answers where necessary. This activity is tutor directed although there is usually significant student input. As it focuses on achieving the correct meanings to corresponding Latin terms, this activity is product-oriented.

Summary

Educating students that learning is a joint responsibility of both tutor and student may involve a small investment of time, but it is an investment that reaps rewards. When

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[28] Briggs Myers and Myers, already cited n 22, p 49.

facilitators and students share responsibility for learning, the classroom immediately becomes a much more friendly place. As the tutorial has the scope to employ a range of teaching strategies designed to motivate and maintain student interest through direct involvement in the learning process, it is ideal for capitalising on first year motivation.[29] Tutorials provide a format which can individualise the learning process by being responsive to the different ways students learn. Students are prepared to share responsibility for the effectiveness of tutorials if they are directly involved in the structure, format and content of the tutorial itself.

Appendix one

Name game

This is a variation on a familiar get-to-know-you sequence. The aim is to familiarise the tutorial group with the names of its members in an entertaining and memorable manner.

Each student is asked to think of a descriptive adjective that has the same initial sound as their first name. One option is that the adjective relates to a legal skill or legal characteristic eg. judicious Jenny, loquacious Lee.

The first student states his/her name: "I'm Stephen." The second student states his/her name plus that of the first student, adding an adjective to the previous student's name: "I'm Amanda and this is studious Stephen." The games continues until the last student has recited the names of every person in the tutorial, usually with much prompting and laughter from the whole group.

[29] Taylor, already cited n 8.